

Bret Harte Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Bret Harte Elementary School
Street	1300 Letts Ave
City, State, Zip	Corcoran, CA 93212
Phone Number	(559) 992-8881
Principal	Linda Korff-Reis
Email Address	lindareis@corcoranunified.com
School Website	https://bretharte.corcoranunified.com/
Grade Span	K-1
County-District-School (CDS) Code	16 63891 6010334

2025-26 District Contact Information

District Name	Corcoran Joint Unified School District
Phone Number	(559) 992-8888
Superintendent	Andre Pecina
Email Address	apecina@corcoranunified.com
District Website	www.corcoranunified.com

2025-26 School Description and Mission Statement

Bret Harte Elementary School is one of three elementary schools in Corcoran and serves 535 students in Transitional Kindergarten, Kindergarten and First Grade along with 44 preschoolers that meet state mandated income requirements. Bret Harte provides for the educational needs of all of the TK/ Kindergarten and first grade students in the community. There are 130 Transitional Kindergarten, 197 Kindergarten and 211 First Grade students. For the academic year of 2025-26, there are 13 boys and 31 girls attending the preschool. There are 276 males and 262 females attending Bret Harte. Bret Harte's population includes 495 Hispanic students, 20 White, 16 African American and 7 students of other ethnic origins. 87 students are English Language Learners. There are 19 Migrant students and 4 RSP students. Class average size is 21.

2025-26 School Description and Mission Statement

Bret Harte’s plan is a school wide coordinated program. The school plan was compiled by gathering information from parents, staff and students. The school plan includes Language Arts, Math, Science, Physical Education, Social Studies, Health, Visual and Performing Arts, Parent Involvement, Social and Emotional Learning and Behavior components. The plan also includes a Staff Development Section.

Student factors include a daily average attendance of 92.40% for 2024-2025. Chronic absenteeism is 28.4%. In the 2024-25 school year the suspension rate was very low, with 1% suspended at least one day.

Bret Harte has a Language Arts program that integrates reading, writing, speaking and oral language development. All students have access to reading materials in the classroom and in our school library. Our Mathematics program incorporates math computations along with reasoning skills. Students participate in curriculum activities including Cotton Festival, Spelling Bee, Read Across America, Red Ribbon Week-Healthy Choices, Anti-Bullying Education, Field Day and Multi-Cultural activities. Parents receive notices and school communication via Parent Square as well as a weekly newsletter. Parent conferences are scheduled after the first and second trimester and as needed. Our school has an incentive program, which includes awards for attendance, achievements, citizenship and character as well as classroom rewards and monthly challenges highlighting positive behavior and excellent attendance.

We have a certificated staff of 27 teachers, and a full time principal and vice principal. Our support staff members include 1 Literacy Coach, 2 SPED/RSP teachers, 1 Resource Teacher, 1 Technology Coach, 1 Intervention Teacher and 17 Paraprofessionals.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	324
Grade 1	222
Total Enrollment	546

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.4
American Indian or Alaska Native	0.4
Asian	0.2
Black or African American	2.6
Hispanic or Latino	90.7
Two or More Races	0.4
White	5.9
English Learners	21.1
Foster Youth	0.2
Homeless	3.3
Migrant	3.7
Socioeconomically Disadvantaged	94.5
Students with Disabilities	7.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.3	100	131.5	83.08	234405.2	84
Intern Credential Holders Properly Assigned	0	0	10.2	6.46	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.6	1.66	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4.1	2.6	11953.1	4.28
Unknown/Incomplete/NA	0	0	9.7	6.18	15831.9	5.67
Total Teaching Positions	23.3	100	158.2	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.1	94.88	130	83.62	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	9.8	6.34	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.2	5.12	8.6	5.57	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.4	2.21	11746.9	4.23
Unknown/Incomplete/NA	0	0	3.5	2.26	14303.8	5.15
Total Teaching Positions	24.4	100	155.5	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.1	76.15	125.5	79.45	230039.4	100
Intern Credential Holders Properly Assigned	2	7.95	11.9	7.54	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	11.92	12.2	7.73	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4.2	2.66	12112.8	4.34
Unknown/Incomplete/NA	1	3.97	4.1	2.62	13705.8	4.91
Total Teaching Positions	25.1	100	157.9	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	3
Misassignments	0.00	0.2	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1.2	3

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	4	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

There are no insufficiency of textbooks or instructional materials at Bret Harte Elementary. If there were to exist a lack of sufficient textbooks or instructional materials, the district office would be notified and they would be immediately purchased.

Year and month in which the data were collected

August 20, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders Adoption yr: 2017-2025 8 year subscription.	0
Mathematics	SAVASS Adoption yr: Extended for 3 years 2023-2026- 3 year digital & print license	0
Science	Amplify- 8 year print & digital adoption July 2019-2027	0
History-Social Science	CA Studies Weekly Print & Digital 2022-2026. 4 year adoption	0
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Corcoran Unified School District receives funds from the Williams Settlement; therefore district personnel are required to conduct an extensive facilities inspection. The condition of the facilities and grounds are important. In preparation for this report, the Director of Maintenance, Operations, and Transportation and the Chief Business Official provided the necessary information. The chart below shows the general condition of the site. Good repair is defined as maintaining schools that are clean, safe, and functional.

Bret Harte Elementary School facilities are in good repair. A complete modernization project for the interior of all classrooms was completed in August, 2016 prior to the beginning of the school year. There are minor exterior wall trim that needs repair and replacement ceiling tiles needed in various rooms. For a detailed report, please refer to the body of the School Accountability Report Card. A complete copy can be found on the CJUSD web page, at the district office, or at Bret Harte office.

School Facility Conditions and Planned Improvements

All of the plumbing issues have been corrected. Painting and replacing ceiling tiles will be smaller projects done throughout the course of the school year.

Year and month of the most recent FIT report	July 24, 2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			C1 ceiling tile is missing, E1 floor tile chipped in the corner
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			North wall exterior trim is partially rotten outside of Rooms A4, A5, C wing girls restroom south wall has small area of peeling paint, D4 needs a stucco patch at the base of exterior wall

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)					47	48
Mathematics (grades 3-8 and 11)					35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)			23.39	28.68	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

At Bret Harte Elementary, in a traditional school year, parents are encouraged to take an active role in school. It is always our intent to build positive partnerships with families and with the community. Parents are kept informed of activities through bulletins, newsletters, letters, phone calls, the school marquee, student/parent handbook, parent/teacher conferences, social media platforms, Seesaw and parent meetings (i.e. School Site Council and ELAC, Pastries with the Principal).

The School Site Council holds meetings that provide parents the opportunity for input regarding the Single Plan for Student Achievement. Parent members of the School Site Council participate directly in decision-making regarding the school. All are invited to our monthly SSC meetings held the second Monday of the month at 3:15pm. The ELAC (English Learner Advisory Committee) meetings provide parents with information about the school and about the progress and services provided to

2025-26 Opportunities for Parental Involvement

English Language learners. The English Learner Advisory Committee meets the second Monday of the month at 8:30 AM. Parent representatives from ELAC also serve on the District English Learner Advisory Committee (DELAC).

Bret Harte has traditionally held two Parent and Family Nights: a math night in the fall and a literacy evening in the spring. Both events provide ample opportunities for parents and students, working with staff and volunteers, to experience the grade level standards and expectations in a fun, learning environment. Students are provided with opportunities to share their learning with their parents, and take home projects and books. In addition, the school hosts a Back to School Night, Open House, classroom trimester academic awards, PBIS activities and challenges, and Multi-cultural programs, including a Winter Program in December and an International Day celebration in May, and several multi-lingual workshops. Parents are encouraged to volunteer in the classroom, and chaperone field trips. For additional information please contact Linda Korff-Reis, Principal at (559) 992-8881.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	586	574	163	28.4
Female	285	279	68	24.4
Male	301	295	95	32.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	18	17	8	47.1
Filipino	--	--	--	--
Hispanic or Latino	527	516	140	27.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	35	35	12	34.3
English Learners	143	139	27	19.4
Foster Youth	--	--	--	--
Homeless	33	30	9	30.0
Socioeconomically Disadvantaged	557	545	158	29.0
Students Receiving Migrant Education Services	28	26	4	15.4
Students with Disabilities	48	45	17	37.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions								
This table displays suspensions data.								
Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.42	0.87	1.02	6.97	7.17	6.43	3.6	3.28	2.94
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.								
This table displays expulsions data.								
Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.2	0.21	0.15	0.08	0.07	0.06
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.								

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.02	0.00
Female	0.35	0.00
Male	1.66	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.76	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.71	0.00
English Learners	1.40	0.00
Foster Youth	0.00	0.00
Homeless	6.06	0.00
Socioeconomically Disadvantaged	1.08	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Maintaining a safe and secure learning environment is a top priority for Bret Harte Elementary. The Comprehensive School Site Safety Plan was developed for Bret Harte Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements.

Our plan is updated annually and includes procedures for emergencies, exit routes, and inventories of emergency supplies. Local law enforcement has a copy of our School Safety Plan as well as a school map. In conjunction with local law enforcement, fire department, and city officials, Safe School Routes have been determined and included in the Comprehensive Schools Safety Plan. All staff members review the School Safety Plan at the beginning of the school year during staff development days.

Students and staff participate in monthly drills and the staff is debriefed following the drill with the intent of improving upon our safety procedures. Students at Bret Harte Elementary participate annually in Digital Citizenship Safety Training. Our school is surrounded by a perimeter fence and all visitors must check into the office upon arrival. All volunteers must complete a district application and receive the appropriate clearances before they can volunteer or chaperone at a school site or during a school trip.

A copy of the Comprehensive School Safety Plan is available in the school office for parent review with the site administrator upon request.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty: October 29, 2025 and November 19, 2025.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	4	10	0
1	24	0	10	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	6	1	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	9	0
1	22	1	9	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	8	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21		10	
1	22		10	
Other	11	1		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17,848	\$3,409	\$14,439	\$109,458
District	N/A	N/A	\$14,644	\$94,944
Percent Difference - School Site and District	N/A	N/A	-1.4	14.2
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	25.7	16.6

Fiscal Year 2024-25 Types of Services Funded

Bret Harte Elementary provides reading intervention for qualified students throughout the day. All students are placed in a General Education classroom. First grade students who are identified for reading intervention are pulled out of class for 30 minutes by the Resource Teacher, Reading Intervention Teacher, and/or the Reading Intervention paraprofessional. Students receiving pull-out services receive small-group instruction in reading that may include support in: phonics, decoding, blending and comprehension and instructional tools associated with the 95% Group Reading Intervention Program. Students who are in reading intervention are given two screeners three times per year in order to identify their reading needs and for intervention planning. These two screeners are included in the 95% Reading Intervention Program, and are the following: Phonics Screener for Intervention (PSI) and Phonological Awareness Screener for Intervention (PASI). The school also provides instructional support for teachers in the form of professional development and in-class coaching from the school's Literacy and Tech/Academic Coaches. Student progress is reported to parents and teachers during parent-teacher conferences and progress reporting periods. Re-grouping and structuring is done each trimester based on students' scores from the Phonological Awareness Screener for Intervention (PASI) and Phonics Screener for Intervention (PSI) screeners for students who are in reading intervention coupled with the DRA and classroom grades.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$70,318	\$57,978
Mid-Range Teacher Salary	\$98,409	\$89,612
Highest Teacher Salary	\$130,819	\$117,194
Average Principal Salary (Elementary)	\$152,430	\$143,632
Average Principal Salary (Middle)	\$159,079	\$149,447
Average Principal Salary (High)	\$170,473	\$162,334
Superintendent Salary	\$222,000	\$234,076
Percent of Budget for Teacher Salaries	29.31%	27.81%
Percent of Budget for Administrative Salaries	5.02%	5.47%

Professional Development

At Bret Harte we rely on the data we have collected to make decisions about our professional development. Recently, we have seen the need to focus our PD time as a staff on analyzing student data, setting goals, and developing strategies to improve teaching and learning. Bret Harte is utilizing the Professional Learning Community process to accomplish this work. These meetings are held weekly on Wednesdays from 2:00-4:00 PM.

In 2025-26, staff began the year with professional development centered on engaging in the work of Professional Learning Communities, and defining Essential Standards. Paraprofessionals receive regular training on student safety, and classroom instructional strategies. Office staff attend regular meetings with built in training for student information systems management, and family and community engagement strategies. New teachers attend regular meetings with built in training and support through the district office. School administrators and the academic coaches attend regular meetings at the district office for leadership and coaching instruction. Secretaries and community contacts attend multiple trainings throughout the school year to discuss attendance and truancies, Aeries capabilities and changes and other district information that directly affects students at the site. School administration including principal and vice principal attend multiple days of conferences for school leadership and coaching staff received additional days of training on coaching and instruction.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	119	115	133

GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d) (1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(i) states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

Below are suggested methods for evaluating various systems and areas:

- **Gas and Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.

- **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.

- **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.

- The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."

- **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."

- **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as "other."

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an "X" on the Evaluation Detail) resulting in a "poor" rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

Part II, Evaluation Detail is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

OK	No Deficiency - Good Repair: Mark "OK" if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	Deficiency: Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
X	Extreme Deficiency: Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
NA	Not Applicable: If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA".

Part III includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation**.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the inspector should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

When completing Part III of the FIT, the school district should be provided the opportunity to provide comments and utilize the Comments and Rating Explanation Section if needed.

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following:

- a. There is no odor that would indicate a gas leak. (X)
- b. Gas pipes are not broken and appear to be in good working order. (X)
- c. Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

- a. The HVAC system is operable. (X)
- b. The facilities are ventilated (via mechanical or natural ventilation).
- c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- e. Interior temperatures appear to be maintained within normally accepted ranges.
- f. The ventilation units are not generating any excessive noise or vibrations.
- g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

- a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- b. The sanitary system controls odors as designed.
- c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Walls are free of hazards from tears and holes.
- b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- c. Ceiling is free of hazards from missing ceiling tiles and holes.
- d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- e. Other

Overall Cleanliness

School grounds, buildings, common areas, surfaces, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

- a. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.

Electrical (Interior and Exterior)

- 1. There is no evidence that any portion of the school has a power failure. (X)

- 2. Electrical systems, components, and equipment appear to be working properly. Examples include

- a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
- b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
- c. Other

- 3. Lighting appears to be adequate and working properly, including exterior lights.

Examples include but are not limited to the following:

- a. Lighting appears to be adequate.
- b. Lighting is not flickering.
- c. There is no unusual hum or noise from the light fixtures.
- d. Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5) and AB 367 (EC Section 35292.6). The following are examples of compliance with SB 892 and AB 367:

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, menstrual products, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

Sinks/Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended.

Examples include but are not limited to the following:

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly.

Examples include but are not limited to the following:

- a. The fire sprinklers appear to be in working order (e.g. there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)
- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.

- b. An area should appear to be clean with minimal dirt, dust, or buildup. Floors and carpets should appear to have been swept or cleaned within the last week. Light fixtures and all bulbs are working properly. Facilities area adequately stocked and odor free. (OK)
- c. An area marked as "Deficiency" would appear to not have been cleaned in the last two weeks and carpet may look dull, matted, or stained. Corners of the room may have a recognizable amount of dirt or grime buildup. Floors do not appear to have been swept or vacuumed in two weeks. Some light fixtures are dirty and fewer than five percent of the bulbs have burned out. Daily trash has not been taken out. (D)
- d. An area marked as having an "Extreme Deficiency" would appear to be dirty, dingy, or scuffed with an evident buildup of dust, dirt, stains, or trash. Floors have not been swept or vacuumed in over two weeks. Light fixtures are dirty and more than five percent of the bulbs have burned out. There is trash overflow and the area being evaluated has a foul odor. (X)
- e. Area(s) evaluated is free of unabated graffiti.
- f. Other

Part IIb (Optional) - The Cleanliness Detail worksheet may be used to evaluate the Overall

Cleanliness of each area. Based on Part IIb, use the following to complete Part IIa:

The district may choose how to report maintenance and custodial staff. The district may report staffing at the site or district level. Staffing may be based on assigned staff or represented as Full-Time Equivalent Increments.

- a. If 75.0 percent or more of the review is "Yes", the area should be rated clean (OK).
- b. If 50 - 74.9 percent of the review is "Yes", the area should be rated "Deficient (D)".
- c. If 49.9 percent or less of the review is "Yes", the area should be rated Extreme Deficiency (X)

- 1. Floors swept, vacuumed, and/or mopped. Free of spots stains, and build up.
- 2. Walls and Doors free of spots and grime.
- 3. Desk and Counters clean.
- 4. Furniture dusted and clean.
- 5. Baseboards and window sills dusted and clean.
- 6. Light fixtures clean.
- 7. Sink clean and drains working properly.
- 8. Trash cans are empty and clean. The ground is free of trash. Floors and furniture are free of gum and/or other food residue.
- 9. Windows are free from damage, clean, and in working condition.
- 10. Water fountains, including handles/buttons, are clean and in working condition.
- 11. Toilets and bathroom sinks are clean and in working condition.
- 12. Mirrors and Hand Dryers are clean, intact, and in working condition.
- 13. Bathroom supplies are stocked and in working condition.
- 14. Area is free of graffiti.
- 15. Landscaping - Maintained sufficiently to not hinder student and staff.

Pest/Vermin Infestation

Pest or vermin infestation are not evident. Examples include but are not limited to the following:

- a. There is no evidence of a major pest or vermin infestation. (X)
- b. There are no holes in the walls, floors, or ceilings.
- c. Rodent droppings or insect skins are not evident.
- d. Odor caused by a pest or vermin infestation is not evident.
- e. There are no live rodents observed.
- f. Other

- c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
- d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.
- e. Other

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

- a. Severe cracks are not evident. (X)
- b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- e. Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly. Examples include but are not limited to the following:

- a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Significant cracks, trip hazards, holes and deterioration are not found.
- b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- c. Seating, tables, and equipment are functional and free of significant cracks.
- d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- e. Other

Windows/Doors/Gates/Fences (interior and exterior)

Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.
- d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- e. Doors are intact.
- f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- g. Gates and fences appear to be functional.
- h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
- i. Other

PART IIa: EVALUATION DETAIL

Date of Inspection: 07/24/25

School Name: Bret Harte Elementary

Building / Area Name	Estimated Square Footage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Main Office	1,700.00	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
A1	890.00	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
A2	900.00	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
A3	900.00	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
A4	900.00	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS: The north wall exterior trim is partially rotten.Non structural														
A5	900.00	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS: The north wall exterior trim is partially rotten.Non structural														
Library	1,300.00	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
Cafeteria/Stage/ Kitchen	5,700.00	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
Playground		OK	NA	OK	NA	OK	OK	NA	NA	NA	OK	OK	OK	OK	OK	OK
		COMMENTS:														
B2	975.00	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
14,165.00																
Deficiencies Noted in Prior Year?																

Marks: **OK** = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable
Use additional Area Lines as necessary.

PART IIa: EVALUATION DETAIL

Date of Inspection: 07/24/25

School Name: Bret Harte School

Building / Area Name	Estimated Square Footage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/S CHOO! GROUND	WINDOWS/ DOORS/ GATES/FENCES
B3	975.00	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	NA	OK
		COMMENTS:														
B4	975.00	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
B5	975.00	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
B6	2,500.00	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
C1	930.00	OK	OK	OK	D	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS: A small square ceiling tile is missing from the sheetrock and needs to be reattached.														
C2	930.00	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
C3	930.00	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
C4	930.00	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
C wing Boys Restroom	160.00	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
C Wing Girls Restroom	160.00	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS: There is a small area of paint peeling on the south wall that needs to be repainted.														
9,465.00																
Deficiencies Noted in Prior Year?																

Marks: **OK** = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable
Use additional Area Lines as necessary.

PART IIa: EVALUATION DETAIL

Date of Inspection: 07/24/25

School Name: Bret Harte School

Building / Area Name	Estimated Square Footage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/S CHOO! GROUND	WINDOWS/ DOORS/ GATES/FENCES
D1	930.00	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
D2	930.00	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
D3	930.00	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
D4	930.00	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS: A small, non-structural stucco patch is needed at the base of the exterior wall.														
D Wing Boys Restroom	90.00	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
D Wing Girls Restroom	90.00	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
E1	930.00	OK	OK	OK	D	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS: One floor tile has a chipped corner.														
E2	930.00	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
E3	930.00	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
E4	930.00	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
7,620.00																
Deficiencies Noted in Prior Year?																

Marks: **OK** = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable
Use additional Area Lines as necessary.

PART IIa: EVALUATION DETAIL

Date of Inspection: 07/24/25

School Name: Bret Harte School

Building / Area Name	Estimated Square Footage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/S CHOO! GROUND	WINDOWS/ DOORS/ GATES/FENCES
<i>E Wing Girls Restroom</i>	<i>90.00</i>	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
<i>E Wing Boys Restroom</i>	<i>90.00</i>	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
<i>Counselor Office</i>	<i>280.00</i>	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS: New HVAC unit insattd 1/10/25														
<i>F1</i>	<i>930.00</i>	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
<i>F2</i>	<i>930.00</i>	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
<i>F3</i>	<i>930.00</i>	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
<i>F wing Boys/Girls Restrooms</i>	<i>200.00</i>	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
<i>G Wing-Preschool Office</i>	<i>80.00</i>	OK	OK	OK	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	NA	OK
		COMMENTS:														
<i>G2-Preschool</i>	<i>1,330.00</i>	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
<i>G3-Preschool</i>	<i>1,330.00</i>	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
<i>6,190.00</i>																
<i>Deficiencies Noted in Prior Year?</i>																

Marks: **OK** = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable
Use additional Area Lines as necessary.

PART IIa: EVALUATION DETAIL

Date of Inspection: 07/24/25

School Name: Bret Harte School

Building / Area Name	Estimated Square Footage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/S CHOO! GROUND	WINDOWS/ DOORS/ GATES/FENCES
G4-Preschool	1,330.00	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
Preschool Playground		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:														
H-1	1,346.00	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
H-2	1,346.00	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
H-3	1,346.00	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
H-4	1,346.00	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
H-5	1,346.00	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
H-6	1,346.00	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
Staff Restrooms/H - Wing	92.00	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
Work Room	225.00	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
9,723.00																
Deficiencies Noted in Prior Year?																

Marks: **OK** = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable
Use additional Area Lines as necessary.

PART IIIb: CLEANLINESS DETAIL

Date of Inspection: 07/24/25School Name: Bret Harte School

4-District
Wide

NUMBER OF MAINTENANCE STAFF IN THE DISTRICT OR AT SITE (SPECIFY):

NUMBER OF CUSTODIAL STAFF ASSIGNED TO SITE:1 day, 1.5 night custodian

Building / Area Name	Area Characteristics (Grade level served, events, traffic volume, public usage, etc.)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Rating
		Floors	Walls & Doors	Desks & Counters	Furniture	Baseboards /Window Sill	Light Fixtures	Sinks	Trash / Refuse	Windows	Water Fountains	Toilets	Mirrors & Hand Dryers	Bathroom Supplies	Graffiti	Landscaping	
A wing	Tk-1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	100.00%
		COMMENTS:															
B wing	Tk-1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	100.00%
		COMMENTS:															
C wing	Tk-1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	100.00%
		COMMENTS:															
D wing	Tk-1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	100.00%
		COMMENTS:															
E wing	Tk-1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	100.00%
		COMMENTS:															
F wing	Tk-1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	100.00%
		COMMENTS:															
G wing	Preschool	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	100.00%
		COMMENTS:															
H wing	Tk-1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	100.00%
		COMMENTS:															
Cafeteria	Tk-1,Afterschhol programs	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	100.00%
		COMMENTS:															
																	#DIV/0!
		COMMENTS:															
																	#DIV/0!
		COMMENTS:															
District's Plan to Address:																	
Deficiency Noted in Prior Year?																	

Use additional Area Lines as necessary.

When completing Part III of the FIT, the inspector should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Corcoran Union School District		COUNTY Kings	
SCHOOL SITE Bret Harte Elementary		SCHOOL TYPE (GRADE LEVELS) Elementary, Preschool-1	NUMBER OF CLASSROOMS ON SITE: 36
INSPECTOR'S NAME Vicente Rojas, Patrick Flaherty		NUMBER OF RESTROOMS ON SITE: 26	
INSPECTOR'S TITLE Maintenance Director		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET):		TIME OF INSPECTION 6:30am	
TOTAL ESTIMATED SITE SQUARE FOOTAGE / ACREAGE: 8 acres		SITE ENROLLMENT	
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE: 46963		WEATHER CONDITION AT TIME OF INSPECTION Clear, Sunny	

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
		52	51	52	55	52	52	51	24	49	52	52	52	52	2	52
		0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
52	Number of N/A's:	0	1	0	1	0	0	1	28	3	0	0	0	0	50	0
Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	107.84%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			107.84%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		Good			Good	Good		Good	Good		Good		Good		Good	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	100.98%	SCHOOL RATING**	Exemplary
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75 %-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

INSPECTOR'S COMMENTS AND RATING EXPLANATION:
DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary):

When completing Part III of the FIT, the inspector should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.